

## Inspection report for early years provision

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<b>Unique reference number</b>	EY385096
<b>Inspection date</b>	02/07/2009
<b>Inspector</b>	Gillian Sutherland
<b>Type of setting</b>	Childminder

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the childminding**

The childminder was registered in 2008. She lives with her husband and two children aged nine and two years old in Stanney Oaks, Ellesmere Port. All areas of the ground floor are used for childminding. There is a secure, fully enclosed garden for children's outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage (EYFS). The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder's husband is registered as her assistant. She takes and collects children from local schools and is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. The childminder supports children's care and development by providing them with a safe and caring environment, where good use is made of the indoor and outdoor play space to encourage children to play freely. The childminder has begun to familiarise herself with the Early Years Foundation Stage (EYFS) requirements and information about the activities the children have participated in is shared verbally with parents as the children are collected at the end of each day. The childminder has started to identify not only her strengths but also some areas for improvement within the setting.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop partnerships with others to include any settings which deliver the Early Years Foundation Stage to children who also attend your setting
- further develop your understanding of the six areas of learning within the Early Years Foundation Stage to assist in planning activities for children and when carrying out observations and assessment of children's progress
- increase the range of resources and activities which reflect the diversity and the needs of others, and would help promote inclusion within the environment

## **The leadership and management of the early years provision**

The childminder has created an environment where children are valued as individuals, warmly welcomed and feel very much at ease and confident in her

care. Children's individual needs are discussed with the parents prior to care commencing and an agreement reached as to how those needs will be met whilst the children are in her care. Children benefit from the thoughtfully laid out play spaces, where resources are made available in such a way that promotes their independence, as they self-select which ones they want to access. They follow routines that promote their understanding of good health and hygiene; they wash their hands after going to the bathroom and always before eating, they sit down together at tea time and are keen to share with each other the events of their day at school. The childminder prepares a range of healthy snacks for them and participates in their conversation. Drinks, including water, are made freely accessible to them.

There are sound policies and procedures in place to support children's safety; her home is well maintained and she uses safety equipment effectively to minimise any risks to the children's safety. Children have participated in fire drills to ensure they become aware of the evacuation procedure that would take place in the event of an emergency. The childminder fully understands her role in protecting children from possible abuse and has detailed information to hand should she ever need to make a referral. All regulatory documentation regarding risk assessments is in place and details regarding any accidents are recorded and parents informed when they collect their children.

The childminder acknowledges that she is not fully familiar with all aspects of the EYFS framework and acknowledges that she needs to develop further her understanding of the planning and assessment aspect and also the need to develop partnerships with other EYFS providers that the children may attend when not in her care.

## **The quality and standards of the early years provision**

Children enjoy participating in a varied range of activities and the toys and resources are set out in such a way that promotes their independence as they freely access the toys they want to play with or the activities they want to participate in. The childminder plans the activity programme in line with children's needs and interests. Children enjoy lots of fresh air and outdoor play to promote their fitness levels. Some of the activities are weather permitting, for example, children are delighted as they arrive home from school to find on a hot and sunny day the water slide and pool has been erected. They skilfully climb the up the slide and happily slide down into the pool of refreshing water. Children are learning to keep safe when on outings, through discussion and good practice about road safety, and when travelling in the car all children and the childminder use appropriate safety belts and seats. Children are also made aware of another danger and that is playing out when it is very hot and sunny. The childminder requests that parents provide sun tan cream and appropriate clothing for their child when the weather is warm and sunny.

Children like to develop their creative skills and they are provided with a varied range of resources which they use to create their works of art. For the older children there are hammer beads, which involves them creating a picture or

pattern using very small coloured beads, and to complete their works of art the childminder will press those creations with a warm iron. Children learn about differences and diversity through discussion with the childminder, however, there are very few resources available which make them more aware of the needs of others.

Children are encouraged to share, play nicely and relate well to their peers, creating firm friendships. The older children show care and concern for the younger children when playing on the outdoor equipment. The childminder has devised some house rules which all children and their parents are made aware of and there are in place appropriate strategies to manage any unwanted behaviour. Daily discussions with parents and carers help to keep them fully informed of all relevant information regarding their children's care and learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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